

Lablache

Exercises for Soprano or Tenor

Uebungen zur Verbindung der Töne.*)

Bei diesen Uebungen darf nur in den Pausen geatmet werden.

Exercises in legato singing.*)

In practising these exercises, breath may only be taken during the rests.

Exercices pour lier les sons.*)

En faisant ces exercices on ne prendra respiration que sur les silences.

Moderato.**)

1.

Leise beginnen, crescendo bis zum Schluss.
Begin piano, then crescendo until to the end.
 Augmentez la force en arrivant vers la fin.

*) Bei den Uebungen N^o 1, 2 und 3 kann man in den ersten Tagen den Takt mit den Sechzehntelnoten fortlassen.

**) Der Lehrer möge genau darauf achten, diese Uebungen nur in derjenigen Tonart singen zu lassen, welche der Stimme des Schülers bequem liegt. Demgemäss ist die Ausdehnung der Uebung nach oben und unten zu beschränken oder zu erweitern. Unerbittlich muss der Lehrer bezüglich des Taktes sein; er darf dem Schüler nie erlauben, das einmal genommene Zeitmass zu ändern.

*) *In exercises NO 1, 2 and 3, the bar with the sixteenth-notes may be omitted for the first few days.*

**) *The teacher should transpose these exercises to such keys as conveniently suit the voices he is to cultivate, and should limit or extend the exercises according to the powers or ability of each pupil. He should, however, allow not the least deviation from the time in which the exercise is begun. This is the only means of regulating the voice; the Italians call it: "fermare la voce."*

*) Dans les trois premiers exercices suivants on pourra dans les premiers jours omettre l'exécution de la mesure en doubles croches.

**) Le maître aura soin de transposer ces exercices dans les Tons convenables aux différentes voix qu'il aura à former, et d'en borner ou étendre les limites selon les moyens de chacune. Mais nous lui recommandons d'être inexorable pour la mesure et de ne jamais permettre à l'élève de presser ou de ralentir le mouvement une fois donné. C'est le seul moyen de régler la voix; ce qu'on appelle en Italie „fermare la voce.“

System 1: Treble clef with a melodic line of eighth notes. Bass clef with a bass line of quarter notes. Middle staff with chords.

System 2: Treble clef with a melodic line of eighth notes. Bass clef with a bass line of quarter notes. Middle staff with chords.

System 3: Treble clef with a melodic line of eighth notes. Bass clef with a bass line of quarter notes. Middle staff with chords.

System 4: Treble clef with a melodic line of eighth notes. Bass clef with a bass line of quarter notes. Middle staff with chords.

System 5: Treble clef with a melodic line of eighth notes. Bass clef with a bass line of quarter notes. Middle staff with chords.

System 1: Treble clef with a melodic line of eighth notes. The piano accompaniment consists of a treble staff with chords and a bass staff with a simple bass line.

System 2: Treble clef with a melodic line of eighth notes. The piano accompaniment features a treble staff with chords and a bass staff with a simple bass line.

System 3: Treble clef with a melodic line of eighth notes. The piano accompaniment features a treble staff with chords and a bass staff with a simple bass line.

System 4: Treble clef with a melodic line of eighth notes. The piano accompaniment features a treble staff with chords and a bass staff with a simple bass line.

System 5: Treble clef with a melodic line of eighth notes. The piano accompaniment features a treble staff with chords and a bass staff with a simple bass line.

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*) In dieser Übung muss die höchste Note mehr als die anderen accentuirt werden, was durch das Zeichen A angedeutet ist.

*) *In this exercise, the highest note should be more strongly accented than the others. The accent is indicated by the sign A(V).*

*) Dans cet exercice il faut mettre plus de force à la note la plus haute. C'est ce que nous avons indiqué par le signe A (V).